

*Students will write a short theatrical scene depicting a part from a fairy tale, using correct playwriting format. The theatrical pieces will feature a lead character in some way largely different from the student themselves, so that they can learn to see through the eyes and learn to empathize with those who are different from them. When the students have finished their scripts they will film an iMovie of them with no stops, and no cuts, as it is to be presented like a theatrical performance. The only difference will be the editing in of some music, an opening sequence, and an ending credit list. We will be engaging in activities and using technology beforehand which will not only familiarize them with the cumulative project’s programs, but also give them a more full understanding of the characters they are writing. They will finish the lesson having used the following programs: Garageband (a music-making program), Comic Life (a story-telling program set up like a comic book), and iMovie (a video-making and editing software). They will also have navigated these websites: Tik-Toki (a timeline-making site), GoogleDoc (an easily changed and shared online document-making site),Blogger (a blog-making site), and Youtube (a video-uploading site).*

*RSU #9*

*Molly F. Olsen*

*7*

*Playwriting, script, characters, theater, theatre, play, creative writing*

*People, Plans, and Playwriting*

*English, creative writing, playwriting*

*•* ***Model*** *well-structured event sequences.  
•* ***Evaluate*** *which parts of a story are most important.  
• Build from an overarching idea toward smaller story details.  
•* ***Infer*** *descriptive details from the bigger parts of a story.  
•* ***Imagine*** *experiences or events through a narrative lens.  
•* ***Be aware of*** *others lives in comparison to their own.*

***• Sequence and Timeline:****- A literal timeline of a character's life will be used to determine explain their future actions and circumstances.* ***•Terminology:****- narrator, scene, act, climax, exposition, blackout, rising action, etc.****•Formulas:****- How does a character become who they are?  
- Why do characters do or say certain things?*

*• Why is it good for a person to imagine experiences or events?  
• How does a story change in script format in comparison to other writing formats?  
• Why are narratives important?*

*• writing narratives to develop real or imagined experiences or events through playwriting will help them learn to empathize with, and better understand others.  
• playwriting will allow them to write in a way which includes relevant, descriptive details, whiles causing students to evaluate more thoroughly what is truly important to a story.  
• writing well-structured event sequences will familiarize them with the idea of working from the big picture toward more detailed descriptions.*

***Common Core State Standards***

* ***Content Area:*** *English*
* ***Grade Level:*** *Grade 8*
* ***Domain:*** *Writing*
* ***Cluster:*** *Text Types and Purposes*

***Standard:*** *3: Write narratives to develop real or imagined*

*experiences or events using effective technique, relevant  
descriptive details, and well-structured event sequences.*

*• Tiki-Toki: Create a tiki-toki to explain well-structured sequences within your story.  
• Garageband: Interpret which parts of a story are most important by using Garageband to write songs that could be playing during the four most important moments of the show.  
• Google Doc****:*** *Practice performing different examples of narratives by using Google Docs to write a story through multiple narratives.  
• Comic Life: See from the points of view of people who have lived through imagined events of experiences by using "Comic Life" to write the first three scenes in comic form.  
• Blog: Learn to empathize with others lives in comparison their you own by writing a blog entry as if it were a diary belonging to the lead character.  
• Youtube Video: Reflect on descriptive details by posting a video on youtube for other students to watch, where you explain the story starting from the largest aspects of it, and then explaining the smaller details. Use some editing to convey a largeness when you talk about the larger aspects, and oppositely for the smaller details.*

***Goal:*** *Write a theatrical script based on a scene from a fairy tale that features a lead character who is different from who you are personally.****Role:*** *Playwright.****Audience:*** *A wealthy director who wants to produce a student play to prove that the arts are necessary in schools.****Situation:*** *A wealthy theatrical director has decided that he wants to produce a young playwrights work to present in front of President Obama as a reason to why the arts should be kept in schools. Many argue that theater has no place in schools, but the director believes that theater has many qualities which not only make better students, but better people. He asks students to create a scene based on a classic fairy tale, map it out, and then write it in a theatrical script format free of spelling and grammatical errors. The main character of the story must be very different from the student themselves so that they learn to understand and empathize with people different from themselves. They will  
film and edit a video version of the script (the wealthy director is very busy and has no time to see you in person unless  
what you have is GOOD!) and also submit the written play.****Product/Presentation:*** *A typed script and an iMovie of the script's play.****Standards (Criteria from both rubrics - product and presentation):****Written script: Characters - 25%, Elements of Original Fairy Tale - 10%, Spelling and punctuation - 10%,  
Correct playwriting format - 25%, Use of timeline - 10%, Clear settings - 10%.  
iMovie: Speaks clearly - 15%,Preparedness - 15%, Pacing - 15%, Content of Script - 30%, Listens and Evaluates  
Other's Presentations - 10%, Editing - 15%.*

*•* ***Pre-Assessment:*** *The students will be asked to turn "The Three Little Pigs" into a play with theatrical formatting, to the best of their abilities and knowledge, in a group of four.  
•* ***Checking for Understandings:*** *Entrance/Exit ticket, Example/Non-Example, Flag It, Quick Writes, Timed Pair Share, and 4321 Scoring Scale.  
•* ***Timely Feedback:*** *I will use self assessment, peer review, as well as teacher feedback. To do this, I will use checklists and rubrics.*

***- CCSS - English***

***- Grade 8 - Writing***

***- Text Types and Purposes***

***- Standard 3***

*• writing narratives to develop experiences or events through playwriting will help them learn to better understand others.*

*• re-writing a classic fairytale scene in play format will allow them to write with relevant, descriptive details.*

*• writing well-structured event sequences will familiarize them with the idea of working from the big picture toward details.*

the details.

*iMovie: Speaks clearly -15%, Preparedness - 15%, Pacing - 15%, Content of Script - 30%, Listens and Evaluates Other's Presentations - 10%, Editing - 15%.*

*Written script: Characters - 25%, Elements of Original Fairy Tale - 10%, Spelling and punctuation - 10%,  
Correct playwriting format - 25%, Use of timeline - 10%, Clear settings - 10%.*

*iMovie video filmed of theatrical script.*

*Theatrical script adaptation of a scene from a fairy tale.*

*A wealthy theatrical director has decided that he wants to produce a young playwrights work to present in  
front of President Obama as a reason to why the arts should be kept in schools. Many argue that theater has no place  
in schools, but the director believes that theater has many qualities which not only make better students, but better  
people. He asks students to create a scene based on a classic fairy tale, map it out, and then write it in a theatrical  
script format free of spelling and grammatical errors. The main character of the story must be very different from the  
student themselves so that they learn to understand and empathize with people different from themselves. They will  
film and edit a video version of the script (the wealthy director is very busy and has no time to see you in person unless  
what you have is GOOD!) and also submit the written play.*

*Playwriting.*

*Fairy Tales.*

***By what criteria will student products/performances be evaluated?***

**(W)**1.1 Students will understand that performing various narratives will help them better understand narratives in general, and hence help them better understand how to approach stories when writing and reading them. (**Where**) Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (**What**) Narratives are the words that people use to represent themselves most often, so through understanding narratives, we better understand other people. (**Why**)  
**(H)** 1.2 How many types of books or movies can you name? I will write them on the board. (**Hook**)  
**(E)** 1.3 Students will know that the different types of stories that they've grown up with, are considered types of "narratives", and that the formulas we found in them (boy meets girl, boy loses girl, boy gets girl back, etc.) are the same that we can apply to our stories to give it a "plot". (**Equip**), Garden Gate: Students will list five of the types of narratives they can think of, and put elements of the stories inside of the boxes under the types of story names. Round-Robin Brainstorm: After the "think time," members of the team share responses with one another round robin style. Students will sit in a circle, and I will go down the line, starting from the right, to decide which groups present first, second, third, etc. If one of your group members is on the end on the right, your team will present your ideas first. (**Explore**) In groups students will write out an outline of the skit they want to preform. (**Experience**)  
**(R)**1.4 I will use "timed pair share", where the students will come together in groups of four to discuss what are the things they think are considered "narratives", make a list of these, use Google Docs to create the general components of each, and then present two of them. (**Rethink**) Students will be able to change or revise their outlines on the google doc if what they're doing doesn't appear to be quite a narrative, as decided by the teacher. **(Revise / Refine)**  
**(E)**1.5 **Formative assessment:** **Pre-Assessment**: Ask students to turn "The Three Little Pigs" into a play with theatrical formatting, in a group of four. **Checking for understanding:** Project Study Group **Timely Feed Back:** Teacher, Student, Peer.  
**(T)** 1.6  
**(Tailors)**:  
- **Verbal**: The use of Google Docs will allow for a more word-based experience in planning out the skit.  
- **Logic**: Students will use Google Docs, a computer program, to create an outline for their skit.  
- **Visual**: Visual students will see the skits taking place, and can view them as a visual representation of a form of narrative.  
- **Kinesthetic**: Students will be able to physically explain the concept of different narratives in front of the class in the form of a skit.  
- **Musical**: Students will be offered classroom instruments (small drums, tambourine, xylophone, maracas, etc.) to use as sound effects in the skit (should they choose to use them)  
- **Interpersonal**: The students will work together as a group to brainstorm ideas, write the script, and perform it as well.  
- **Intrapersonal**: When I present the hook or question, the students will be drawing on previous knowledge of what a narrative is.  
- **Naturalist**: Performances will take place outside if a nice day.  
**(O)** 1.7 Students will be able to apply their knowledge of narratives by performing a skit in front of the class portraying different examples of various narratives. (**Application**) **Product**: Google Docs **Day(s)**: 1

**(W)** 2.1 Students will understand that being able to construct proper timelines gives them a better organization of story as well as a better understanding of character's backstories. (**Where**), Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (**What**) Making a timeline shows an ability to think into the past and use the past to find explanations, which is a skill they will use in interpreting other's behavior throughout their lives, (**Why**)  
**(H)**2.2 Albert Einstein. "Put your hand on a hot stove for a minute, and it seems like an hour. Sit with a pretty girl for an hour, and it seems like a minute. THAT'S relativity." (**Hook**)  
**(E)**2.3 Students will know that the things that everyone has a backstory and it effects who they eventually become, so in order to have a more deep and full character they will need to know some of the events from his or her past. (**Equip**) Timeline: Students will list write "Present" on the end of the timeline, and then will be asked to write four significant things that happened to or were experienced by their character in the past. They will label the events and give a short explanation of the event or experience. Altered Gallery Walk: The students will display their timelines around the room by leaving them at their seats, and everyone will be invited to walk around the room and look at everyone's timelines to see what everyone else found to be relevant to their characters. Although they will not be allowed to directly duplicate their friends experiences, they will be given the opportunity to change their events afterwards in case any of their peers ideas sparked their own original new ideas. (**Explore**) Students will go on  
tiki-toki.com after the gallery walk, where they will put their events in order on the digital timeline. Students will be doing this by themselves, and will not only be given the choice to change some of their events at this point but also to add more than the five on their paper to the digital timeline if they wish to. (**Experience**)  
**(R)** 2.4 I will use "Flag It" to help the students make-up events, write the ideas on five stickynotes, and then decide which order they will go in. In sticky-note form they are easily moved around a desk. From there they will put the ideas on a paper timeline in the decided order, and then they will again use the same events (unless they decide to alter them or get rid of an event altogether), or some new ones to make up the new digital timeline on tiki-toki. (**Rethink**) Students will self-asses their original timelines on paper to determine if they want to make it more intricate. A teacher will later use a rubric to decide if the students events and ideas are complex enough to create or base a character from. **(Revise / Refine)**  
**(E)** 2.5 **Formative assessment —** **Checking for understanding:** Flag It **Timely Feed Back:** Teacher, Student.  
**(T)** 2.6  
(Tailors):  
- **Logic**: When the students write down the events, they will have to decide which order they make the most sense in. For instance, if they have it planned that the character had a terrible life until something wonderful happened, then they will have to plan that accordingly.  
- **Visual**: By writing the events out in three different formats (sticky notes, graphic organizer, tiki-toki timeline) the visual learners can better conceptualize their ideas and their order.  
- **Kinesthetic**: Physically moving the stickie notes around, followed by the gallery walk will allow movement in the classroom.  
- **Musical**: A classical song will be played during the gallery walk, as though they are in a fancy art gallery, and when the song is over they will carefully walk back to their desks.  
- Interpersonal: If a student is having a difficult time setting up their tiki-toki timeline it will suggested that they ask the person sitting next to them for some help. Interpersonal people tend to be more open to asking for help, as well as to give it.  
- **Intrapersonal**: A student will be comparing their ideas to others while they go around the classroom during the gallery walk. They may see someone has chosen a very far-fetched concept for an event, and the interpersonal student will have the chance to evaluate their timeline in comparison and decide if they would like to change it to mirror an idea they saw in another classmate's work.  
**(O)** 2.7 Students will be able to show a well-structured sequence and event understanding and view-point through the use of a timeline. (**Explanation**) **Product**: ticki-taki **Days**: 2

**(W)**3.1 Students will understand that being able to distinguish between details and larger story items will allow them to focus more on what is most important. (**Where**),  
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (**What**)  
Being able to distinguish least and most important will allow students to learn to prioritize, which is an organizational skill they will use when it comes to homework, deciding what to buy and not buy on a tight budget, figuring out what they can and cannot have at their weddings, etc. etc. (**Why**)  
**(H)**3.2 Show example video. (**Hook**)  
(**E**) 3.3 Students will know that deciding which parts of the story are most and least important will give them a better organized plan for how to approach each of the parts, putting more of an emphasis on the important parts in comparison to the larger ones. (**Equip**) Inverted Triangle: Students will think of the seven most important things about their story, place the most important information about their stories at the very top of the triangle and the less-important information at the bottom. Three-Step Interview: Each member of a team chooses another member to be a partner. During the first step individuals interview their partners by asking clarifying questions about the events they have chosen and the order they have decided to put them in. During the second step partners reverse the roles. By having to explain why they chose these parts of the story and put them in that order, they will have to truly evaluate their reasons for their characters actions. (**Explore**) Students will choose a partner to film a one-take Youtube video where they explain the largest parts of their story while doing something or being somewhere that represents "largeness". As they get down to the smaller descriptive, they will show a "smallness" in their videos. (**Experience**)  
(**R**) 3.4 I will show the class an "example" of this kind of video and a "non-example" so that they can visually understand what I am looking for in the video. (**Rethink**) The teacher will score the video from based on a checklist given to students before the project began. **(Revise / Refine)**  
**(E)** 3.5 **Formative assessment —** **Checking for understanding:** Example / Non-Example **Timely Feed Back:** Teacher, Student.  
**(T)** 3.6  
(Tailors):  
- **Verbal**: Students will be writing the order in which they are going to discuss their events or ideas in the graphic organizer, which they can use as reference to keep their Youtube video organized.  
- **Logic**: Students will be bringing order or organizing their ideas from largest to smallest so that they know which aspects of the story are most important to focus on, so that they don't spend too much time on something that simply isn't as important as others.  
- **Visual**: Students will be learning how to change perspectives with camera angles, or with the use of objects, to match what they are trying to portray in the story.  
- **Kinesthetic**: To portray largeness and smallness students will have to move around the room (or outside), whether it is through standing on something and eventually crouching, or simply walking down stairs. They will be moving their bodies to show how important their parts of the story are.  
- **Interpersonal**: The students will be have to work in pairs to complete these tasks, and communication between the two parties will be necessary in order to create the video correctly.  
- **Naturalist**: Students will be allowed to film these projects outdoors and utilize the large and small things just outside our window.  
**(O)** 3.7 Students will be able to describe descriptive details alongside bigger parts in the story and determine which are parts of the story are most and least important. (**Self-Knowledge**) **Product**: Un-edited Youtube Video **Days**: 2-3 days

**(W)**4.1 Students will understand that being able to comprehend other's stories, and write out their actions, will allow them to view other's personalities, and hence see more clearly how they feel in different situations. (**Where**), Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (**What**) Imagining experiences is something students will always use to empathize with people and better understand world events. (**Why**)  
**(H)**4.2 Show examples of comic strips of famous books, movies, or current events. (**Hook**)  
**(E)** 4.3 Students will know that while the script is a very large part of this project, they will need to be able to convey their ideas to people's eyes as well, and that being able to stimulate both will change how they and others understand the story. (**Equip**) (**Explore**) Flowchart: Think, Pair, Share: (**Experience**)  
(**R**) 4.4 The students will use "Quick Writes" to swiftly jot down the ideas or an outline in words or pictures of what they want to put in the comic in eight minutes. (**Rethink**) The teacher will grade the comic based on a rubric explained and posted on her website (which the students have access to) beforehand. **(Revise / Refine)**  
**(E)** 4.5 **Formative assessment —** **Checking for understanding:** Quick Writes **Timely Feed Back:** Teacher, Student.  
**(T)** 4.6  
(Tailors):  
- **Verbal**: The comics will feature dialogue, just in a new and interesting way. Whether it's in captions, thought bubbles, or word bubbles, the way they're setting up the text will allow them to re-evaluate their words and see them in a new light.  
- **Visual**:The comic book will allow students to get a first real glance into what they have been writing. It's the first time that people are actually portraying what they have written in their scripts.  
- **Kinesthetic**: Students may pose for pictures to be used in the comic to represent the characters in their story.  
- **Musical**: Allow students to listen to music with their headphones on, while they are working in the part they work on alone.  
- **Interpersonal**: In the "think, pair share" portion they will get to discuss their pieces with other students to see what they think, explain their own feelings toward the story, and ask questions of each other.  
- **Intrapersonal:** Students will be given the option to just take pictures off of the internet instead of posing for them, or asking others to, in case they'd prefer to just sit and work quietly.  
**(O)**4.7 Students will be able to imagine experiences and events through a narrative lens using a comic-book style learning device. (**Perspective**) **Product**: Comic Life **Days**: 2-3

**(W)**5.1 Students will understand that writing in a diary format is the truest form of expressing oneself, as you are not hiding anything. Through writing the diary they will be seeing most clearly how the character in their story truly feels, not simply what, or more deeply than what, is portrayed in the script. They will be able to jump far into the character's psyche. (**Where**), Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (**What**) Being able to compare your lives others teachers perspective, which not only teaches empathy, but also helps you learn to better interact with people as you try to understand their situations. (**Why**)  
**(H)** 5.2 Read Robert Frosts' "The Road Not Taken" Poem (**Hook**)  
**(E)** 5.3 Students will know how to set-up a blog, and how to use it in a way which helps them better understand their characters, and being able to express the inner thoughts of them will help them better understand, and hence write them. (**Equip**) (**Explore**) Sandwich: Thinkpad Brainstorming: (**Experience**)  
(**R**) 5.4 On the first day of using the blogs, students will use an "exit ticket" to show that they have made their blog, and can be allowed to leave the classroom. The exit ticket will be a slip of paper with their blog's url on it. (**Rethink**) The teacher will grade their diary / blog post on amount of deep content as well as spelling and grammar. If there is a picture, points will be added automatically, but if I student does not have one, points will not be subtracted. **(Revise / Refine)**  
**(E)** 5.5 **Formative assessment —** **Checking for understanding:** Exit Ticket **Timely Feed Back:** Teacher, Student.  
(**T**) 5.6  
(Tailors):  
- Verbal: Students will have to be aware of the fact that the character will write similarly to how they speak, though obviously in a more monologue-like format in the diary entry. A consistent voice here is important to properly portray the idea of a real diary where a character can turn to for comfort.  
- **Logic**: Setting up the blog will involve some prior knowledge of computers, and if they wish, they may use the html features that blogger.com offers.  
- **Visual**: Students will have the option to insert either a "drawing" done by the character, or "picture" of the character or involving the character to go along with their diary entry.  
- **Kinesthetic**:  
- **Musical**: Students will be encouraged to insert lyrics from the time period into the blog entry as something the character heard, a song that reminds the character of another character, etc, and will have the option to embed the song somewhere in the entry.  
- **Interpersonal**: I will allow students to take pictures of themselves portraying someone the entry is talking about. If they wish to have others in the photograph they may ask their peers to join them in a shot.  
- **Intrapersonal**: In order to write in a diary-format, students will have to draw on their past experiences with diaries or journals. Whether it is because they kept one themselves, or simply saw it portrayed in the media, they will be using those examples as a model for their character's entries.  
**(O)**5.7 Students will be able to empathize with others lives, and compare them to their own by writing a diary entry from the viewpoint of their main character. (**Empathy**) **Product**: Blog **Days**: 3-4

**(W)**6.1 Students will understand that media can match and sometimes even heighten feelings conveyed in scenes. (**Where**), Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (**What**) Learning to integrate media into their original media will allow them to see their pieces as valid and deserving of other's ideas to be attached to it. (**Why**)  
**(H)**6.2 Play "My Heart Will Go On", explain it's meaning and show scene from Titanic if possible. (**Hook**)  
**(E) 6.3** Students will know how to incorporate new media into their original pieces, and see how it changes and sometimes enhances the products. (**Equip**) (**Explore**) Idea Wheel: Team Pair Solo:: (**Experience**)  
(**R**) 6.4 Students will complete the 4321 scoring sheet after the first day of working with Garageband. The sheet will list numbers 1-4 and the students will be asked to circle how comfortable they were working with the project and program. 1 is "pretty uncomfortable", 2 is "almost comfortable", 3 is "comfortable", and 4 is "very comfortable". If only a couple of students hand me lower numbers I may work with them in small groups or one-on-one, but if many people feel uncomfortable, I will do a group tutorial and answer questions. (**Rethink**) The teacher will grade the songs message or tone in comparison to what the written scene is meaning to convey. **(Revise / Refine)**  
**(E)** 6.5 **Formative assessment —** **Checking for understanding:** 4321 Scoring Scale **Timely Feed Back:** Teacher, Student,  
(**T**) 6.6  
(Tailors):  
- **Verbal**: I will suggest that students thoroughly examine the lyrics of the songs, and give the option to google certain words or phrases followed by the word "lyrics" to find a song that they feel fits the story.  
- **Logic**: Students will need to realize that maybe a rock song wouldn't be appropriate to play during a dinner scene or the introduction of a baby to the story, but instead that tone needs to be matching in both story and musical form.  
- **Visual**: Students will be encouraged to picture or visualize the scene in their minds so that they can better choose a song for it.  
- **Musical**: Songs are the main feature of this lesson, so musical students will be able to dip into their musical library for songs, and will be able to flex the muscle of musical emotion that they have.  
- **Intrapersonal**:  
**(O)**6.7 Students will be able to determine which scenes are most important in their story, and what kind of mood the scenes invoke, so that they can narrate it through song.  
(Interpretation) **Product**: Garageband **Days**: 2-3

*5.1 Getting in the character’s head (W); 5.2 Robert Frost “Roads” poem (H); 5.3 Sandwich (E); 5.4 Teacher/Student (R); 5.5 Exit ticket (E-2); Empathy (O) Days: 2-4*

*6.1 Connecting music to dialogue. (W); 6.2 “My Heart Will Go On” (H); 6.3 Idea Wheel (E); 6.4 Teacher / Student (R); 6.5 4321 Scoring Scale (E-2); 6.7 Interpretation (O) 2-3 days*

*Performance task overview, explain rubrics, begin researching issue*.

*4.1 Bringing the story to pictures (W); 4.2 Examples of comic strips (H); 4.3 Flowchart (E); 4.4 Teacher / Student (R); 4.5 Quick Writes (E-2); 4.7 Perspective (O) 2-3 days*

3*3.1 Getting to the big picture (W); 3.2 Example video (H); 3.3 Inverted triangle (E); 3.4 Teacher/Student (R); 3.5 Example / Non-example (E-2); 3.7 Self-Knowledge (O) 2-3 days.*

*22.1 Timeline (W); 2.2 Albert Einstein quote (H); 2.3 Timeline (E); 2.4 Teacher/student assess (R); 2.5 Flag-it (E) 2.7 Explain (O) 2-3 days*

*1.1 Understand narratives (W); 1.2 Name narratives (H); 1.3 Golden Gate Organizer (E); 1.4 Timed Pair Share (R); 1.5 Project Study Group (E-2); 1.7 Application (O) 1 Day*